

Comprehensive Progress Report

Mission:

The mission of Merancas Middle College High School is to provide an enriched and personalized learning opportunity through a diversified community of stakeholders by facilitating a challenging foundation of academic, personal, and social empowerment that ensures career, college, and life readiness.

Merancas Middle College High School will build individualized relationships with students that will focus on rigorous academic exploration, community outreach, and service, as well as personal growth seminars in order to achieve a comprehensive high school diploma while simultaneously working toward a post-secondary certification and/or degree.

Vision:

Goals:

100% of the teaching staff will have duty-free lunch (30 minutes per day). The NC SBE's statutory provision 115C-105.27(b)(6) G.S. 115C-301.1(a) (A4.06).

100 % of the teaching staff at Merancas Middle College High School will have duty-free instructional planning time for an average of at least five hours per week Statue 115.C-105.27(b)(7) (A2.04).

Students attending Merancas Middle College High School will be provided a positive and safe school climate, free of bullying and harassing behaviors (A4.06). Statue JICK-R

100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 100% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

The percent of OSS/ISS incidents will decrease from 0% in SY 2023-24 to 0% in SY 2024-25. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of students scoring Grade Level Proficient (GLP), on Math 3 End of Course assessments will increase from 76.2% in SY 2023-24 to 80% in SY 2024-25. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percentage of rising 12th-grade students on track to graduate from high school enrolled, enlisted, or employed will increase from 98% in SY2023-24 to 100% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>April Reassessment of Implementation Efforts:</p> <p>Since the initial launch of our bi-weekly walkthrough calendar in August, we have made consistent strides in monitoring and supporting curriculum implementation in Math 3 classrooms. The calendar has served as a strategic tool, with focused look-fors guiding classroom observations. The principal and leadership team have maintained a steady cadence of walkthroughs, providing timely and constructive feedback to teachers. As we reassess this process, we are evaluating the impact of our feedback cycles and identifying areas where instructional support can be further refined. Our goal remains to ensure high-quality math instruction and continued growth in student achievement.</p> <p>We are working to develop a bi-weekly walkthrough calendar. This calendar includes strategic look-fors to assess the current state of curriculum implementation in the Math 3 classroom. The principal and leadership team conduct regular classroom observations, providing timely, clear, and constructive feedback to teachers. These efforts are designed to ensure effective instructional practices and improve student outcomes in Math 3.</p>	Limited Development 07/25/2024		

<p>How it will look when fully met:</p>	<p>This objective will be fully met when the following criteria are consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • The school organizes bi-annual team-building activities and monthly staff engagement events, fostering a collaborative and supportive environment. • The leadership team maintains a collaborative team structure, with specific duties assigned to teachers and dedicated time for instructional planning. • Teachers receive regular recognition and rewards for effective teaching practices, promoting a culture of acknowledgment and appreciation. • Continuous professional development opportunities are provided, ensuring teachers' growth and alignment with best practices. • Teacher satisfaction and retention rates are consistently high, evidenced by feedback and survey results indicating a positive and cohesive working environment. • The leadership team consistently implements strategies that contribute to the retention of 100% of licensed classroom teachers throughout the school year. 		<p>Toyia Matthews</p>	<p>06/30/2026</p>
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Actions		0 of 2 (0%)		
7/25/24	The Principal and leadership team will implement a bi-weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation in the Math 3 classroom, Science, English III/ IV and Leadership. (Goal 3, FAM-S)		Toyia Matthews	06/30/2025
<i>Notes:</i>				
8/8/24	The Principal and the leadership team will utilize digital tools (e.g., email, google documents and walkthrough forms) to streamline the feedback delivery process and provide concrete examples and actionable suggestions based on observable strengths and areas for improvement. (Goal 3)		Toyia Matthews	06/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	KEY A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

April Reassessment of Implementation Efforts:

As we continue to strengthen instructional practices and support student growth, we are updating our master schedule and service delivery models to ensure full alignment with all student IEP and 504 plans in the in-person setting. In addition, we are implementing the district's MTSS protocol on an as-needed basis to provide targeted interventions and support.

Teachers are actively engaging in the Middle College PLC model, which enhances their use of achievement data to inform instruction and develop responsive, standards-aligned lessons. To support this work, the principal and academic facilitator are conducting bi-weekly classroom observations and offering timely, constructive feedback. These efforts aim to reinforce high expectations, promote instructional consistency, and improve outcomes for all learners.

We will be working to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEP and 504 plans in person. Additionally, we are utilizing the district's MTSS protocol, as needed. Teachers will participate in the Middle College PLC model which increases their use of achievement data to develop appropriate lessons. The principal and academic facilitator will conduct bi-weekly observations and provide teachers with feedback to support expectations.

Limited Development
07/25/2024

How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

- Implementation of the district's Core Actions and standards-based aligned instruction
- Teachers implementing core curriculum with integrity
- Diverse use of best practices and strategies that address different learning styles and needs
- Established MTSS team, structures, and processes
- Collaboration across general education and support staff (EC, EL, counselors, etc.)
- Collaborative PLC meetings (middle colleges) for Math to discuss lesson planning and data analysis.
- Data-driven instruction and decision-making, using Mastery Connect data trackers, Canvas assessments, progress monitoring, and teacher-student conferences (details for implementation below).

Intervention Period Timeline:

- **Week 1 of Unit:** Diagnostic checks to determine student needs; targeted small group support begins.
- **Midpoint of Unit (Weeks 2–3):** Students complete written reflections (surveys); student-led conferences are conducted during the instruction block as an intervention day.
- **End of Unit (Final Week):** Students revisit their reflection to revise goals and develop an adjustment/action plan before summative assessments.
- **Quarterly Review:** The administration/Instructional Facilitator will collect student reflection samples and teacher documentation to ensure implementation fidelity.

Kendall Pauling

06/30/2026

Actions		0 of 1 (0%)		
7/25/24	<p>Teachers will implement student-led conferences within each instructional unit during designated intervention periods. Prior to each conference, students will complete a structured reflection identifying academic strengths and areas for improvement. (FAM-S 3)</p> <p>Intervention Period Timeline: Week 1 of Unit: Diagnostic checks to determine student needs; targeted small group support begins.</p> <p>Midpoint of Unit (Weeks 2–3): Students complete written reflections (surveys); student-led conferences are conducted during the instruction block as an intervention day.</p> <p>End of Unit (Final Week): Students revisit their reflection to revise goals and develop an adjustment/action plan before summative assessments.</p> <p>Quarterly Review: The administration/Instructional Facilitator will collect student reflection samples and teacher documentation to ensure the fidelity of implementation.</p>		Kendall Pauling	06/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

April Reassessment of Implementation Efforts:

We will continue to prioritize high-quality, standards-aligned instruction across all content areas. Instructional practices will be guided by our District's Core Actions and Instructional Look-Fors, supplemented by school-developed resources to ensure relevance and rigor. To support both students and staff, we will fully integrate the Canvas platform as a central instructional tool. Canvas will provide students with accessible content support and assist teachers in delivering curriculum through varied instructional models.

Collaborative planning will be enhanced through the use of student surveys and Canvas SpeedGrader, which inform instructional decisions and support the development of differentiated lessons. To further strengthen curriculum implementation, we plan to use school funds strategically to support standards-aligned instruction. This includes funding for substitutes to allow for extended planning time, professional development, instructional resources, and extended employment opportunities. These investments aim to build instructional capacity and ensure equitable access to rigorous learning experiences for all students.

In the 2024-2025 school year, we will be providing standards-aligned instruction using our District's Core Actions and Instructional Look-Fors as well as school-created resources in all subject areas. We will be utilizing the Canvas platform as a resource for students to reference for content assistance. Additionally, Canvas will support teachers in their implementation of the curriculum through multiple delivery models. In terms of PLCs and planning, we are currently utilizing student surveys and Canvas speed grader as assessment and tracking tools while implementing and planning similar differentiated lessons. We plan to use school funds to purchase support for standards-aligned instruction, such as:

- subs for extended planning
- PD or resources including positions related to instruction and curriculum implementation
- Extended Employment

Limited Development
07/25/2024

How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Consistent communication of teaching and learning expectations with teachers, students, and parents. • Continued professional development provided by the CMS Advanced Studies department and/or the Principal on text-depth, complexity, and Thinking Maps. • Evidence of the Core Actions indicators in the walkthrough form. • Differentiation and scaffolds are planned intentionally for small group instruction. • Lesson plans explicitly noting vocabulary and academic language strategies. • Student work samples showing application of academic language and engagement with complex texts. • Classroom walkthroughs documenting observed instructional practices. • Discussion around standard alignment, student mastery, and rigor. • Student growth and achievement data should increase within each subgroup. 		Pamela Jones (elected 2024)	06/30/2026
Actions		0 of 5 (0%)		
7/25/24	Instructors will meet with middle college PLC teams (Math and Science) weekly to develop and review, units of study, data with a focus on facilitating standard-aligned units of instruction to all grade levels. (Goal 4, FAM-S 29) And for English and Leadership courses, the instructors will meet with principal for PLC meetings weekly.		Toyia Matthews	06/30/2025
<i>Notes:</i>				
8/8/24	PLCs will implement the district curriculum to develop lesson plans featuring standards-aligned units of instruction and incorporate the instructional strategy of Thinking Maps. This approach will ensure consistent and effective teaching across all subjects and grade levels, as evidenced by lesson plans and ongoing data tracking of student mastery. (Goal 4, FAM-S 29)		Toyia Matthews	06/30/2025
<i>Notes:</i>				

9/9/25	All CORE content teachers will consistently implement strategies to build common vocabulary, academic language, and text depth and complexity across instruction. Timeline (per semester): Beginning of Semester: Professional Development (8/4/2025) applied; lesson plans reflect initial integration of strategies. Baseline walkthroughs conducted. Mid-Semester: Student work samples collected and reviewed in PLCs; targeted walkthroughs provide feedback on implementation. End of Semester: Final review of lesson plans, student work, and walkthrough data to measure growth and determine next steps.		Toyia Matthews	06/30/2025
<i>Notes:</i>				
8/27/25	English and Leadership course instructors will meet with the Principal and Facilitator weekly (English) and bi-weekly (Leadership) to develop and review, units of study, data with a focus on facilitating standard-aligned units of instruction to all grade levels. (Goal 4, FAM-S 29).		Kendall Pauling	12/19/2025
<i>Notes:</i>				
9/24/25	Instructors will be provided a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Toyia Matthews	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Evidence (August 2025): <ul style="list-style-type: none"> • Analysis of previous state testing data to inform personalized plans. • Individualized student plans for each subject, outlining goals and strategies. • Lesson plans and intervention session schedules targeting identified needs. 	Limited Development 08/16/2022		

- **Records of parent communications, conferences, and engagement activities.**
- **Student work samples, practice assessments, and reflections documenting growth.**
- **Agendas and materials from each Information Session.**
- **Attendance records documenting parent participation.**
- **Feedback surveys from parents to evaluate clarity, usefulness, and engagement.**
- **Follow-up communications or resources should be shared with parents after each session.**

April Reassessment of Implementation Efforts:

As of April 2025, implementation of all three School Improvement Plan (SIP) action items remains on track. Preliminary indicators suggest continued growth in student participation in advanced coursework through CPCC and CMS AP courses, as well as strong engagement among identified CTE concentrators working toward ACT WorkKeys certification.

Our school-wide ACT preparation plan continues to be implemented with fidelity. Students are actively participating in monthly test prep competitions, and a large majority of juniors are engaging with online tutorial courses designed to address specific content gaps.

While positive momentum is evident, we continue to encounter challenges related to student preparedness for dual enrollment opportunities. In response, we have initiated small group sessions to support future planning and decision-making. However, consistent participation from students and parents remains a challenge, largely due to the abundance of available information and options.

As we close out the 2024–2025 school year, our next steps will focus on deepening family engagement by launching personalized college and career planning sessions tailored to grade levels and student cohorts. These efforts aim to ensure that families feel informed, supported, and confident as they navigate postsecondary pathways.

As of June 2024, all three SIP action items were successfully achieved. We saw a significant 52% increase in students participating in advanced coursework through CPCC and CMS AP courses. Moreover, 98% of identified CTE concentrators earned an ACT WorkKeys certificate, demonstrating their readiness for the workforce. Our school-wide ACT test preparation plan increased student participation in monthly competitions by 58% each week, with 94% of juniors completing online

tutorial courses to address content gaps. Despite these successes, challenges persist regarding student preparedness for dual enrollment. We conducted small group sessions to assist students in future planning, recognizing that parent and student participation remains an obstacle due to the abundance of available information and options. In the upcoming year, we will focus on enhancing parent involvement by hosting personalized college preparation sessions tailored to different grade levels and student cohorts.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Merancas students need supportive and informative networks as they plan their transition out of high school. Through strategic presentations on financial aid, scholarships, applications and other critical information that will support their preparation in college/career decision-making. We will have 100% of seniors meet with our counselor to plan future goals and supports needed. Additionally, by providing equal access to college programs at no cost to their families; students to all Merancas students will achieve 100% high school graduation rates. In order to increase ACT scores all juniors will have access in ACT test preparation in a school wide competition using ACT test prep platform Engenuity. All enrolled juniors will participate in Honors Leadership which will support their preparation to score a 22 or higher on the ACT.

Kendall Pauling

06/30/2026

Actions

0 of 2 (0%)

10/3/22

The staff will conduct Information Sessions each semester to provide parents with an in-depth overview of the Middle College program and Central Piedmont Community College. Sessions will focus on program processes, procedures, and available resources to ensure parents are fully informed and can support their students' success. (Interim Guardrail 2.1 (Goal 4)

Toyia Matthews

06/30/2025

Notes: 2/26/2024: Staff has held information sessions as well as recorded information and made it accessible to all parents through the website. Our counselor hosted informational nights to help parents become familiar with the processes of being dually enrolled with CMS and CPCC. Additionally, information sessions were held to guide parents through college enrollment and presenting options to remain in grade 13 to complete there associate degree.

9/9/25	Implement a comprehensive ACT readiness and content preparation program that actively engages students and parents. Teachers will analyze student performance data from previous state testing to identify individual strengths and areas for growth. Using this analysis, a personalized plan will be developed for each student in each subject, targeting skill gaps and preparing them for ACT content. The program will include targeted intervention sessions, practice assessments, and progress monitoring. Parents will be actively involved through regular updates, goal-setting conferences, and resources to support learning at home.		Kendall Pauling	06/30/2025
<i>Notes:</i>				
Implementation:		08/07/2024		
Evidence	5/8/2024 100% of juniors complete an ACT Reading test prep course with a focus to increase their reading score from their PreACT data as well as the standardized score of 22 which is deemed the requirement score.			
Experience	5/8/2024 The objective was met through strategic pacing and implementation of school wide strategies to increase student understanding of the objective, tools for completing the objective, and staff participation in increasing student engagement.			
Sustainability	5/8/2024 We will continue to use new platforms and forms of communication to increase student engagement in topics that students struggle to connect with. Through parent involvement, parents and students will know opportunities that are afforded to them.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

April Reassessment of Implementation Efforts:

Student concerns are regularly addressed during staff meetings, where team members share insights and collaborate on support strategies. All staff have been trained in our support services protocol by the school counselor, and we work closely with the CPCC student services department and our school psychologist to provide comprehensive support.

The Merancas team continues to prioritize student needs during weekly meetings, using observation, teacher input, and SEL data to guide individual interventions. Monthly Fun Friday events also offer one-on-one peer mentoring sessions, giving students personalized support in a relaxed setting.

Student concerns are a part of our staff meetings. At all-staff meetings, students are discussed and staff members can provide additional information. Our school counselor trained all staff in understanding the support services protocol. We also utilize the student support services department within CPCC as well as our school psychologist.

The team at Merancas will continue to put student needs at the forefront of our daily and weekly meetings. The team will continue meeting with individual students based on observation, teacher input, and SEL data. During our meetings, the team will discuss the individual needs or concerns of students.

During monthly Fun Friday, one-to-one peer mentoring sessions are available to provide support. These sessions focus on individual student needs and concerns, offering personalized guidance and assistance.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>When this objective is met, all staff will be comfortable meeting all of the student's needs. Not just their academic needs, but also their emotional and social needs. With the implementation of the MTSS process and monthly Fun Friday events, teachers will play a huge part in guiding students and attending to their emotional needs. Students will seek mentors outside of the required check-ins if support is needed. This indicator will be fully met when the following criteria are consistently implemented throughout the entire school.</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity • Serving the whole child for all children • Established MTSS teams, structures, and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data-driven instruction and decision-making • Accurate identification of student needs rooted in data • Teachers utilize culturally relevant and culturally proficient strategies, language, and practices • A safe and welcoming environment is provided for all students 		<p>Toyia Matthews</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>8/7/24</p>	<p>Teachers will implement daily elements from the Capturing Kids' Hearts program as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Local/State Required Goal 3, FAM-S 31)</p>		<p>Kendall Pauling (elected 2023)</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/7/24</p>	<p>The school leadership team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 3)</p>		<p>Kendall Pauling (elected 2023)</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/22/24</p>	<p>The leadership team will implement a daily tardy review process to monitor and improve student punctuality and attendance by tracking and addressing tardiness at each classroom door to help staff identify patterns. (Guardrail 2, Attendance Plan)</p>		<p>Kendall Pauling (elected 2023)</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/22/24</p>	<p>The leadership team will implement the Student Concerns Form to identify and address student behavior and academic challenges, to coordinate timely interventions. (FAM- S 30)</p>		<p>Kendall Pauling (elected 2023)</p>	<p>06/30/2025</p>

<i>Notes:</i>				
9/24/25	Instructors will be provided a duty-free lunch period on a daily basis. (Aligns to A4.06)		Toyia Matthews	06/30/2026
<i>Notes:</i>				
9/24/25	The counselor and Merancas' staff will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		GeVora Crews (elected 2025)	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

April 2025 SIP Progress Update:

Transitions at this academic level require intentional support for both students and families. To meet this need, we are working to expand access to resources that help families navigate instructional delivery models and support learning at home.

We have streamlined communication through platforms such as Canvas, Naviance, Remind, and ParentSquare, ensuring families receive consistent and timely updates. Additionally, we've increased parent engagement efforts by hosting curriculum-focused and college preparation nights, including scholarship information sessions.

To support these initiatives, we have allocated general school funds to enhance parent communication and engagement through tools like Remind and ParentSquare. Ongoing communication is maintained through daily messages, monthly newsletters, social media updates, and the school website.

Transitions for students at this level require a new focus of support for students and families. We are working to provide families with additional resources to help support their children with the various models for instructional delivery. We are working to streamline our communication and instruction through the use of Canvas, Naviance, Remind, ParentSquare, and Blackboard (ConnectEd) messages. Additionally, we are working to increase the number of parent supports and resources we are providing to parents as much of the instruction will be delivered in the home environment this year.

We host parent nights throughout the year, focused on curriculum and college preparation. We also host opportunities for families to learn about available scholarships.

We have used general school funds to purchase support for parent engagement:

- Remind communication app
- ParentSquare communication platform
- Family Night
- Curriculum Night
- Daily Communication: Remind Message, ParentSquare,

Limited Development
07/25/2024

	Blackboard, Email, Social Media (Instagram & Facebook), Website <ul style="list-style-type: none"> • Monthly Newsletters 			
How it will look when fully met:	This indicator will be fully met when the following criteria is consistently implemented throughout the entire school: <ul style="list-style-type: none"> • 100% participation in parent-teacher conferences • A consistent two-way communication tool is being leveraged • Collaborative relationships; all voices matter • Resources and support are made available to parents regularly in support of student learning • Language is not a barrier; open access • Transparent communication with an open-door policy • Parent survey results are high in participation and engagement 		Kendall Pauling (elected 2023)	06/30/2026
Actions		0 of 1 (0%)		
7/25/24	The school administration and teachers will organize and distribute regular newsletters throughout the school year to parents/guardians via in-person meetings, email, Remind 101, and ParentSquare to ensure parents/guardians are well informed about school expectations and the importance of the curriculum of the home, to support their children's learning effectively. (FAM-S 3)		Kendall Pauling	06/30/2025
<i>Notes:</i>				